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#### A COUNTRY SCHOOL.

[From *The Record of the year.*]

Pretty and pale and tired,  
She sits in her stiff-backed chair,  
While the blazing summer sun  
Shines in on her soft brown hair,  
And the tiny brook without,  
That she hears through the open door,  
Mocks with its murmur cool  
Hard bench and dusty floor.  
It seems such an endless round—  
Grammar and A. B. C;  
The blackboard and the sums;  
The stupid geography,  
When from the teacher to little Jim  
Not one of them cares a straw,  
Whether "John" is in my "case,"  
Or Kansas in Omaha.  
But Jimmy's bare brown feet  
Are aching to wade in the stream,  
Where the trout to his luring bait  
Shall leap with a quick bright gleam;  
And his teacher's blue eyes stray  
To the flowers on the deck hard by,  
Till her thoughts have followed her eyes  
With a half-unconscious sigh.  
Her heart outruns the clock,  
As she smells their faint sweet scent;  
But when have time and heart  
Their measure in unison bent?  
For time will haste or lag,  
Like your shadow on the grass,  
That lingers far behind,  
Or flies when you fain would pass.  
Have patience, restless Jim,  
The stream and the fish will wait,  
And patience, tired blue eyes—  
Down the winding road by the gate,  
Under the willow shade,  
Stands some one with fresher flowers;  
So turn to your books again,  
And keep love for the after hours.

#### PROF. CHARLES ANTHON.

BY HENRY DRISLER, LL.D.

This eminent teacher was born in 1797, and after a long, useful and laborious life died in July, 1867. In 1820 he was appointed to the Professorship of Latin and Greek in Columbia College. He prepared editions of many classical works for use in the schools and colleges, beginning with *Lempriere's Classical Dictionary*. In 1833 he undertook the rectorship of Columbia College Grammar School in addition to his professorship, continuing his work of editing classical school-books. As a professor and school-master also Dr. Anthon is entitled to high consideration. Contrary to general usage, he was a professor before he was a school-master, and the vigor and success with which he discharged his duties in the former capacity, led to his appointment to the latter position. This fact had no doubt considerable influence on the system of instruction and discipline established in the grammar school under his charge. He had never gone through the regular gradations of a school teacher's course; he had never had personal care of the youngest classes; besides, he had no children of his own, hence in his dealings with the youngest boys he did not make the necessary allowances for the timidity, the backwardness, the slow apprehension of the beginner, with whom gentleness and patience will always

accomplish more than harshness and stern exaction or severity of punishment. The marked element in Dr. Anthon's character, the strict and punctual performance of duty, impressed itself upon his relations with his pupils; he expected and required from every student the preparation of every lesson assigned him by his teacher, or, in default thereof, inflicted some punishment. The theory of "sparing the rod and spoiling the child" was then generally prevalent. Parents approved the theory and teachers put it in practice. Besides, Dr. Anthon felt a great admiration for the study, character and rigid enforcement of discipline of the great English masters of the old regime, particularly of Dr. Busby, who was said to have educated more youths who were afterwards eminent in church and state, than any other master of his time, and under whom the penalty for the non-performance of duty was the rod.—There were other points in old Dr. Busby besides his appeal to the rod, which Dr. Anthon admired and carried out in his own microcosm of the school room. His sturdy independence of character, his exaltation of the office of school master, and his rule of acknowledging no superior in the presence of his pupils, were also characteristic of the grammar school rector, and gave to his bearing an air of haughtiness.

Every day he visited the different rooms of the school, and every Friday he held a general review of the week's work, which was in fact a test as well of the competency of the teachers as of the progress of the pupils. Woe to the luckless boy who was at the foot of his class at the end of such review, woe to the luckless youth whose copybook exhibited blots or fancy sketches or a careless scrawl. If a boy had a defective memory and could not remember the dates of history or the site of a town—if he was unskilled in the use of dictionary or grammar, and could not solve the intricacy of a Greek or Latin sentence, if he failed to work out a problem in algebra or arithmetic, or did not hear the bell when intermission was over and enter the room in proper time, the never failing rod was applied to arouse the dormant faculty or quicken slumbering memory.

But though Dr. Anthon was thus prompt to punish delinquencies, he on the other hand showed an ever ready and hearty appreciation of merit. He used every art and device to stimulate industry, for the deserving students the Friday's review brought commendation and an earlier dismissal from school on that day—a bright answer from some unknown lad would lead him at once to question the teacher as to the antecedents of the new candidate for favor, and if the boy's ability corresponded to this first performance in the rector's presence, his subsequent career was an object of interest. Sometimes the result of the weekly or monthly examination would be that a pupil who had particularly distinguished himself was transferred at once to the next class, a year in advance.

With the change of public opinion in regard to corporal punishment, he gradually modified the severity of discipline, and before his resignation of the rectorship in 1864 the rod had become almost entirely disused.

His system of instruction too, underwent considerable modification. In his earlier years he had been strict in requiring a literal translation of the author's language, but after taking charge of the upper classes he adopted a system of preparing a carefully elaborated version of everything read by his class, in which he sought to develop the signification of mood and tense, and the force of particles and compounds, which he required to be written down by the student from his dictation, and committed to memory for review and for examination, allowing no other translation to be given. He sought in this way to fix permanently in the memory of his pupils a certain portion of their reading, and to protect them from the effect of perturbation at examination by the thoroughness of their knowledge, and to give them a model after which to shape their own subsequent reading. With this translation he combined the analysis of words and sentences, dwelling more upon etymological forms than syntactical rules, but illustrating the whole from his ample stores of philological learning and rich fund of anecdote.

#### Education.

"What are we aiming at? An enduring foundation; a slow development; first local, then regional, then national influences; the most liberal promotion of all useful knowledge, the special provision of such departments as are elsewhere neglected in the country; a generous affiliation with all other institutions, avoiding interferences, and engaging in no rivalry; the encouragement of research; the promotion of young men; and the advancement of individual scholars, who by their excellence will advance the sciences they pursue, and the society where they dwell.

"What will be our instruments? A large staff of teachers; abundance of instruments, apparatus, diagrams, books, and other means of research and instruction; good laboratories, with all the requisite facilities, accessory influences, coming both from Baltimore or Washington; funds so unrestricted, charter so free, schemes so elastic, that as the world goes forward our plans will be adjusted to its new requirements.

"What will be our methods? Liberal advanced instruction for those who want it; distinctive honors for those who win them; appointed courses for those who need them; special courses for those who can take no other, a combination of lectures, recitations, laboratory practice, field work and private instruction; the largest discretion allowed to the Faculty consistent with the purposes in view, and, finally, an appeal to the community to increase our means, to strengthen our hands, to supplement our deficiencies,

and especially to surround our scholars with those social, domestic and religious influences which a corporation can at best imperfectly provide, but which may be abundantly enjoyed in the homes, the churches and the private associations of an enlightened Christian city."—D. C. GILLMAN.

#### A Day in a Kindergarten.

The most striking contrast between the present Primary School system and that of the Kindergarten consists in the utilization, by the latter, of the natural traits and activity of young children. Froebel seems to have made the discovery of certain laws which govern the development of children, and to have, in the most wonderful, beautiful, and simple method, adopted means to this end.

From the first happy hour that the child enters the "Paradise of Childhood," as the Kindergarten has justly been called, *hands and brain, in work and play*, preserve a happy equilibrium; and it becomes apparent to all who observe, that many a law of high significance to the child's future development has become a part of his consciousness, and that, too, without any strain of the mind, and weariness of the body, but with only the joy which *use* gives in the exercise of all the faculties given us by the Creator. Nor is the awakening of the religious sentiment in the child in any way neglected.

"How is all this accomplished?" you inquire.

Your little pet of three years, who has never passed a morning out of the light of his mother's eyes, has been deposited in the Kindergarten; the genial Kindergarten, whose skill has been attained through faithful study of her subject, whose tenderness thrills in her voice, and whose sincere love for childhood has led her to devote herself to this work, cannot fail to attract the little one.

Did you ever realize how much knowledge your child has mastered in the three years he has lived in our world?

He has learned to walk, to run, to climb; he has learned to judge very correctly of the qualities of many things, and attaches a value to apples and oranges in direct proportion to their size. He is quite an adept in natural history, knows many animals, has learned to speak and understand the English language; he is, withal, an accomplished diplomat, and will "lobby through" a doubtful bill with a skill quite amazing and amusing to an impartial observer.

Now, let us see what he is doing at Kindergarten.

A card, with holes pricked at the distance of an inch apart, is given to the little one with a thread of bright-colored worsted and a needle; he is shown how to put the needle back and forth so as to form straight lines in series; he is told that these are "vertical," and when this lesson, by frequent repetition,

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## The School-Teacher at Bottle Flat.

It certainly was hard. What was the freedom of a country in which the voice of the original founders was spent in vain? Had not they, the "Forty" miners of Bottle Flat, really started the place? Hadn't they contributed three ounces each, ostensibly to set up in business a brother miner who unfortunately lost an arm, but really that a saloon might be opened, and the genuineness and stability of the camp be assured? Hadn't they promptly killed or scared every Chinaman who had ever trailed his celestial pigtail into the flat? Hadn't they cut and beaten a trail to Placerville, so that the miners could take a run to that city when the Flat became too quiet? Hadn't they framed the squarest betting code in the whole diggings? And when a 'Frisco man basely attempted to break up the camp by starting a gorgeous saloon a few miles up the creek, hadn't they gone up in a body and cleared him out, giving him only ten minutes in which to leave the creek forever? All this they had done, actuated only by a stern sense of duty, and in the patient anticipation of the reward which traditionally crowns a virtuous action. But now—oh, ingratitude of republics!—a school-teacher was to be forced upon Bottle Flat in spite of all the protest which they, the oldest inhabitants, had made!

Such had been their plan for days, but the sad excitement had not been productive of any fights, for the few married men in the camp prudently absented themselves at night from "The Nugget" saloon, where the matter was fiercely discussed every evening. There was, therefore, such an utter absence of diversity of opinion that the most quarrelsome searched for provocation, but the effort proved fruitless.

On the afternoon of the day on which the opening events of this story occurred, the boys, by agreement, stopped work two hours earlier than usual, for the stage usually reached Bottle Flat about two hours before sundown, and the one of that day was to bring the hated teacher. The boys had well-nigh given up the idea of further resistance, yet curiosity has a small place even in manly bosoms, and they could at least look hatred at the detested pedagogue. So about four o'clock they gathered at the The Nugget so suddenly, that several fathers, who were calmly drinking inside, had barely time to escape through the back windows.

The boys drank several times before composing themselves into their accustomed seats and leaning places; but it was afterward asserted, and Southpaw—the one-armed bar-keeper—cited as evidence, that none of them took sugar in their liquor. They subjected their sorrow to homeopathic treatment by drinking only the most raw and rasping fluids that the bar afforded.

The preliminary drinking over, they moodily whittled, chewed, and expectorated; a stranger would have imagined them a batch of miserable criminals awaiting transportation.

The silence was finally broken by a decided looking red haired man, who had been neatly beveling the door-post with his knife, and who spoke as if his words only by great difficulty escaped being bitten in two.

"We ken burn down the school-house right before his face and eyes, and then maybe the State Board 'll git our ideas about eddycation."

"Twon't be no use, Mose," said Judge Barber, whose legal title was honorary, and conferred because he had spent some time in a penitentiary in the East. "Them State Board fellers is wrong, but they've got grit, ur they'd never hev got the school-house done after we rode the contractor out uv the Flat on one of his own boards. Besides, some uv 'em might think we wuz rubbin' uv it in, an' next thing you know'd they'd be buildin' us a jail."

"Can't we buy off these young uns' folks?"

queried an angular fellow from Southern Illinois. "They're a mizzable pack of shotes, an' I b'leeve they'd all leave the camp fur a few ounces."

"Ye—es," drawled the judge, dubiously; "but thar's the Widdler Ginneys—she'd pan out a pretty good schoolroom-full with her eight young uns, an' there ain't ounces enough in the diggin's to make her leave while Tom Ginney's coffin's roostin' under the rocks."

"Then," said Mose, the first speaker, his words escaping with even more difficulty than before, "throw around keards to see who's to marry the widdler an' boss her young uns. The feller that gits the fus jak's to do the job."

"Meanin' no insult to the highly respectable crowd," said the judge, in a very bland tone, "and inviting it to walk up to the bar, and specify its consolation, I don't b'leeve there's one uv yer the widdler'd hev." The judge's eye glanced along the line at the bar, and he continued softly, but in decided accents—"Not a cussed one. But," added the judge, passing his pouch to the barkeeper, "if any things to be done, it must be done lively fur the stage is pretty nigh here. Tell ye what's ez good ez ennything. We'll crowd around the stage, fust throwin' keards for who's to put out his hoof to be accidentally trod onto by the infernal teacher ez he gits out. Then satisfaction must be took out uv the teacher. It'll be a mean job, for these teachers hev'n't the spunk of a coyote, an' ten to one he won't hev no shootin' irons, so the job'll hev to be done with fists."

"Good!" said Mose. "The crowd drinks with me to a square job, an' no backin'—Chuck the sasteboards, jedge—The—dickens!" For Mose had got first Jack.

"Square job, and no backin'," said the judge, with a grin. There's the stage now—hurry up, fellers."

The stage drew up with a crash in front of The Nugget, and the passengers, outside and in, but none looking teacherish, hurried into the saloon. The boys scarcely knew whether to swear from disappointment or gratification, when a start from Mose drew their attention again to the stage. On the top step appeared a small shoe, above which was visible a small section of stocking far whiter and smaller than is usual in the mines. In an instant a similar shoe appeared on the lower step, and the boys saw, successively, the edge of a dress, a waterproof cloak, a couple of small gloved hands, a bright muffler, and a pleasant face covered with brown hair, and a bonnet. Then they heard a cheerful voice say:

"I'm the teacher, gentlemen—can any one show me the schoolhouse?"

The miserable Mose looked ghastly, and tottered. A suspicion of a wink graced the judge's eye, but he exclaimed in a stern, low tone, "Square job, an' no backin'," upon which Mose took to his heels and the Placerville trail.

The judge had been a married man, so he promptly answered:

"I'll take yer thar, mum, ez soon ez I git yer baggage."

"Thank you," said the teacher; "the valise under the seat is all."

The judge extracted a small valise marked "Huldah Brown," offered his arm, and he and the teacher walked off before the astonished crowd as naturally as if the appearance of a modest-looking young lady was an ordinary occurrence at the Flat.

The stage re-filled, and rattled away from the dumb and staring crowd, and the judge returned.

"Well, boys," said he, "yer got to marry two woman now to stop that school, an' you'll find this un more particular than the widdler. I just tell yer what it is about that school—it's agoin to go on' spite uv any jackasses that wants it broke up; an' any gentleman that's insulted ken git satisfaction by—"

"Who wants it broke up, you old fool?" demanded Toledo, a man who had been nam-

ed after the city from which he had come, and who had been from the first one of the fiercest opponents of the school. "I move the appointment uv a committee of three to wait on the teacher, see if the school wants anything money can buy, take up subscriptions to git it, an' lay out any feller that don't come down with the dust when he's went fur."

"Hurray!" "Bully!" "Good!" "Sound!" "Them's the talk!" and other sympathetic expressions, were heard from the members of the late anti-school party.

The judge, who, by virtue of age, was the master of ceremonies and general moderator of the camp, promptly appointed a committee, consisting of Toledo and two miners, whose attire appeared the most respectable in the place, and instructed them to wait on the schoolmarm, and tender her the cordial support of the miners.

Early the next morning the committee called at the schoolhouse, attached to which were two small rooms in which teachers were expected to keep house.

The committee found the teacher "putting to rights" the schoolroom. Her dress was tucked up, her sleeves rolled, her neck hidden by a bright handkerchief, and her hair "a-blowin' all to glory," as Toledo afterward expressed it. Between the exertion, the bracing air, and the excitement caused by the newness of everything, Miss Brown's pleasant face was almost handsome.

"Mornin', marm," said Toledo, raising a most shocking hat, while the remaining committee-men expeditiously ranged themselves behind him, so that the teacher might by no chance look into their eyes.

"Good-morning, gentlemen," said Miss Brown, with a cheerful smile; "please be seated. I suppose you wish to speak of your children?"

Toledo who was a very young man, blushed, and the whole committee was as uneasy upon its feet as if its boots had been soled with fly-blisters. Finally, Toledo answered:

"Not much, marm, seein' we hain't got none. Me an' these gentlemen's a committee from the boys."

"From the boys?" echoed Miss Brown. She had heard so many wonderful things about the Golden State, that now she soberly wondered whether bearded men called themselves boys, and went to school.

"From the miners, washin' along the crick, marm—they want to know what they ken do fur yer," continued Toledo.

"I am very grateful," said Miss Brown; "but I suppose the local school committee—"

"Don't count on them, marm," interrupted Toledo; "they're livin' five miles away, and they're only the preacher, an doctor, an, a feller that's j'ined the church lately. None uv 'em but the doctor ever shows themselves at the saloon, an' he only comes when there's a diffikilty, an' he's called in to officiate. But the boys—the boys hev got the dust, marm, an' they've got the will. One uv us 'll be in often to see what can be done fur yer. Good-mornin' marm."

Toledo raised his hat again, and the other committee-men bowed profoundly to all the windows and seats, and then the whole retired, leaving Miss Brown in the wondering possession of an entirely new experience.

"Well?" inquired the crowd, as the committee approached the creek.

"Well," replied Toledo, "she's just a hundred an' thirty pound nugget, an' no mistake—hey, fellers?"

"You bet," promptly responded the remainder of the committee.

"Good!" said the judge. "What does she want?"

Toledo's countenance fell.

"By thunder!" he replied, "we got out 'fore she had a chance to tell us!"

The judge stared sharply upon the young man, and hurriedly turned to hide a merry

twitching of his lips.

That afternoon the boys were considerably astonished and scared at seeing the school-mistress walking quickly toward the creek. The chairman of the new committee was fully equal to the occasion. Mounting a rock, he roared:

"You fellers without no sherts on, git. You with shoes off, put 'm on. Take your pants out uv yer boots. Hats off when the lady comes. Hurry up, now—no foolin'."

The shirtless ones took a lively double-quick toward some friendly bushes, the boys rolled down their sleeves and pantaloon, and one or two took the extra precaution to wash the mud off their boots.

Meanwhile Miss Brown approached, and Toledo stepped forward.

"Anything wrong up to the schoolhouse?" said he.

"Oh, no," replied Miss Brown, "but I have always had a great curiosity to see how gold was obtained. It seems as if it must be very easy to handle those pans. Don't you—don't you suppose some miner would lend me his pan and let me try just once?"

"Certainly, marm; ev'ry galoot ov 'em would be glad of the chance. Here, you fellers—who's got the cleanest pan?"

Half a dozen men washed out their pans, and hurried off with them. Toledo selected one, but in dirt and water, and handed it to Miss Brown.

"thar you are, marm, but I'm afeard you'll wet your dress."

"Oh that won't harm," cried Miss Brown, with a laugh which caused one enthusiastic miner to "cut the pigeon wing."

She got the miner's touch to a nicety, and in a moment had a spray of dirty water flying from the edge of the pan, while all the boys stood in a respectable semicircle, and stared delightfully. The pan empty, Toledo refilled it several times; and, finally, picking out some pebbles and hard pieces of earth, pointed to the dirty, shiny deposit in the bottom of the pan, and briefly remarked:

"Thar 'tis, marm."

"Oh!" screamed Miss Brown, with delight; "is that really gold-dust?"

"That's it," said Toledo. "I'll jest put it up fur yer so yer ken kerry it."

"Oh, no," said Miss Brown, "I couldn't think of it—it isn't mine."

"You washed it out, marm, an' that makes a full title in these parts."

All the traditional honesty of New England came into Miss Brown's face in an instant; and, although she, Yankee-like, estimated the value of the dust, and sighingly thought how much easier it was to win gold in that way than by forcing ideas into stupid little heads, she firmly declined the gold, and bade the crowd a smiling good-day.

"Did yer see them little fingers uv hern a-holdin' out that pan?" inquired an excited miner.

"Yes, an' the way she made that dirt git, ez though she was user to washin' than wallopin'," said another.

"Wallopin'!" echoed a staid miner. "I'd gie my claim, an' throw in my pile to boot, to be a young 'un, an' git walloped by them playthings of Hans's."

"Jest see how she throwed dirt an' water on them boots," said another, extending an enormous ugly boot. "Them boots ain't fur sale now—they ain't."

"Them be durned!" contemptuously exclaimed another. "She tramped right on my toes as she backed out uv the crowd."

Every one looked jealously at the last speaker, and a grim old fellow suggested that the aforesaid individual had obtained a trampled foot by fraud, and that each man in camp had, consequently, a right to demand satisfaction of him.

But the judge decided that he of the trampled foot was right, and that any miner who wouldn't take such a chance whether fraudulently or otherwise, hadn't the spirit of a man in him.

Yankee Sam, the shortest man in the



camp, withdrew from the crowd, and paced the banks of the creek, lost in thought. With in half an hour Sam was owner of the only store in the place, had doubled the prices of all articles of clothing contained therein, and increased at least six-fold the price of all the white shirts.

Next day the sun rose on Bottle Flat in his usual conservative and impassive manner. Had he respected the dramatic proprieties, he would have appeared with astonished face and uplifted hands, for seldom had a whole community changed so completely in a single night.

Uncle Hans, the only German in the camp, had been the preceding afternoon in that patient investigation, for which the Teutonic mind is so justly noted. The morning sun saw over Hans's door a sign, in charcoal, which read, "SHVIN' DUN HIER"; and few men went to the creek that morning without first submitting themselves to Hans's hands.

Then several men who had been absent from the saloon that night before struggled into camp, with jaded mules and new attire. Carondelet Joe came in, clad in a pair of pants, on which slender saffron-hued serpents ascended graceful gray Corinthian columns, while from under the color of a new white shirt appeared a cravat displaying most of the lines of the solar spectrum.

Flush, the Flat champion at poker, came in late in the afternoon, with a huge watch-chain and an overpowering bosom-pin, and his horrid fingers sported at least one seal ring each.

Several stove-pipe hats were visible in camp, and even a pair of gloves were reported in the pocket of a miner.

Yankee Sam had sold out his entire stock, and prevented bloodshed over his only bottle of hair-oil by putting it up at a raffle, in forty chances, at an ounce a chance. His stock of white shirts, seven in number, were visible on many forms; his pocket-combs and glasses were all gone; and there had been a steady run on needles and thread. Most of the miners were smoking new white clay pipes, while a few thoughtful ones, hoping for a repetition of the events of the previous day, had scoured their pans to a dazzling brightness.

As for the innocent cause of all this commotion, she was fully as excited as the miners themselves. She had never been outside of Middle Bethany until she started for California. Everything on the trip had been strange, and her stopping-place and its people were stranger than all. The male population of Middle Bethany, as is the case with New England villages, consisted almost entirely of very young boys and very old men. But here at Bottle Flat were hosts of middle-aged men, and such funny ones! She was wild to see more of them, and hear them talk; yet her wildness was no match for her prudences. She sighed to think how slightly Toledo had spoken of the minister on the local committee, and she piously admitted to herself that Toledo and his friends were undoubtedly on the brink of the bottomless pit, and yet—they certainly were very kind. If she could only exert a good influence upon these men—but how?

Suddenly she bethought herself of the grand social centre of Middle Bethany—the singing school. Of course she couldn't start a singing-school at Bottle Flat, but she were to say the children needed to be led in singing, would it be very hypocritical? She might invite such of the miners as were musically inclined to lead the school in singing in the morning, and thus she might, perhaps, remove some of the prejudice which, she had been informed, existed against the school.

She broached the subject to Toledo, and that faithful official had nearly every miner in the camp at the schoolhouse that same evening. The judge brought a fiddle, Uncle Hans came with a cornet, and Yellow Pete came grinning in with his darling banjo. There was a little disappointment all around

when the boys declared their ignorance of "Greenville" and "Bonny Doon," which airs Miss Brown decided were most easy for the children to begin with; but when it was ascertained that the former was the air to "Saw My Leg Off," and the latter was identical with "The Three Black Crows," all friction was removed, and the melodious howling attracted the few remaining boys at the saloon, and brought them up in a body, led by the barkeeper himself.

The exact connection between melody and adoration is a yet unsolved religious psychological problem. But we all know that everywhere in the habitable globe the two intermingle, and stimulate each other, whether the adoration be offered to heavenly or earthly objects. And so it came to pass that, at the Bottle Flat singing-school, the boys looked straight at the teacher while they raised their tuneful voices; that they came ridiculously early, so as to get front seats; and that they purposely sung out of tune, once in a while, so as to be personally addressed by the teacher.

And she—pure, modest, prudent, and refined—saw it all, and enjoyed it intensely. Of course, it could never go any farther, for though there was in Middle Bethany no money aristocracy, the best families scorned alliances with any who were undegenerate, and would not be unequally yoked with those who drank, swore, and gambled, let alone the fearful suspicion of murder, which Miss Brown's imagination affixed to every man at the Flat.

But the boys themselves—considering the unspeakable contempt which had been manifested in the camp for the profession of teaching, and for all who practised it—the boys exhibited a condescension truly Christian. They vied with each other in manifesting it, and though the means were not always the most appropriate, the honesty of the sentiment could not be doubted.

One by one the greater part of the boys, after adoring and hoping, saw for themselves that Miss Brown could never be expected to change her name at their solicitation. Sadder but better men, they retired from the contest, and solaced themselves by betting on the chances of those still "on the track," as an ex-jockey tersely expressed the situation.

There was no talk of "false-hearted beauty," or "fair temptress," such as men often hear in society, for not only had all the tenderness emanated from manly breasts alone, but it had never taken form of words.

Soon the hopeful ones were reduced to half a dozen of these. Yankee Sam was the favorite among the betting men, for Sam, knowing the habits of New England damsels, went to Placerville one Friday, and returned next day with a horse and buggy. On Sunday he triumphantly drove Miss Brown to the nearest church. Ten to one was offered on Sam that Sunday afternoon, as the boys saw the demure and contented look on Miss Brown's face as she returned from church. But Samuel followed in the sad footsteps of many another great man, for so industriously did he drink to his own success that he speedily developed into a bad case of *delirium tremens*.

Then Carondelet Joe, calmly confident in the influence of his wonderful pants, led all odds in the betting. But one evening, when Joe had managed to get himself in the front row and directly before the little teacher, that lady turned her head several times, and showed signs of discomfort; when it finally struck the latter that the human breath might, perhaps, waft toward a lady perfumes more agreeable than those of mixed drinks, he abruptly quitted the school and the camp.

Flush, the poker champion, carried with him to singing-school that astounding impudence which had long been the terror and admiration of the camp. But a quality which had always seemed exactly the thing when applied to poker seemed to the boys

barely endurable when displayed toward Miss Brown.

One afternoon Flush indiscreetly indulged in some triumphant and rather slighting remarks about the little teacher. Within fifteen minutes, Flush's final earthly home had been excavated, and an amateur undertaker was making his coffin.

An untimely proposal by a good-looking young Mexican, and his prompt rejection, left the race between Toledo and a Frenchman named Lecomte. It also left Miss Brown considerably frightened, for until now she had imagined nothing more serious than the rude admiration which had so delighted her at first.

But now who knew but some one else would be ridiculous? Poor little Miss Brown suffered acutely at the thought of giving pain, and determined to be more demure than ever.

But alas! even her agitation seemed to make her more charming to her two remaining lovers.

Had the boys at the saloon comprehended in the least the cause of Miss Brown's uneasiness, they would have promptly put both Lecomte and Toledo out of the camp, or out of the world. But to their good-natured, conceited minds it meant that she was confused, and unable to decide, and unlimited betting was done, to be settled upon the retirement of either of the contestants.

And while patriotic feeling influenced the odds rather in Toledo's favor, it was fairly admitted that the Frenchman was a formidable rival.

To all the grace of manner, and the knowledge of women that seems to run in Gallic blood, he was a man of tolerable education and excellent taste. Besides, Miss Brown was so totally different from French women, that every development of her character afforded him an entirely new sensation, and doubled his devotion.

Toledo stood his ground manfully, though the boys considered it a very bad sign when he stopped drinking, and spent hours in pacing the ground in front of his hut, with his hands behind him, and his eyes fixed on the ground.

Finally, when he was seen one day to throw away his faithful old pipe, heavy betters hastened to "hedge," as well as they might.

Besides, as one of the boys truthfully observed, "He couldn't begin to wag a jaw along with that Frenchman."

But, like many other men, he could talk quite eloquently with his eyes, and as the language of the eye is always direct and purely grammatical, Miss Brown understood everything they said, and, to her great horror, once or twice barely escaped talking back.

The poor little teacher was about to make the whole matter a subject of prayer, when a knock at the door startled her.

She answered it, and beheld the homely features of the judge.

"I just come in to talk a little matter. Ye'll pardon me if I talk a little plain?"

"Certainly."

"Thank ye," said the judge, looking relieved. "It's all right. I've got darters to hum ez big ez yow be, and I want to talk to yer ez ef yer was one uv 'em."

"That feller Toledo's dead in love with you—uv course you know it, though tain't likely he's told yer. Drop him kindly. He's been took so bad sence you come that he's stopped drinkin' and chewin' and cussin'—He's the fast feller I've seen in the diggings that went back on all the comforts uv life, and, and I've been a young man myself, and know how big a claim its been fur him to work. Aint got the heart to see him spoiled now; but he will be ef, when ye hev to drop him, yer don't do it kindly. And—just one thing more—the quicker he's out uv his misery the better."

The old jail bird screwed a tear out of his eye with a dirty knuckle, and departed ab-

ruptly, leaving the little teacher about ready to cry.

Another knock startled her. It was Toledo.

"Good evenin', marm," said he. "I've just come in to make my last call, seein' I'm going away to morrow. Ez there anything the school-house wants I ken git an' send from Frisco?"

"Going away?"

"Yes, marm; goin' away for good. Fact is, I've been tryin' to behave myself lately, an' I find I need more company at it than I git about the diggin's. I'm going whar I ken learn to be decent an' honest an' useful, an' there ain't anybody here that keers to help a feller that way."

The patriot ancestor of the Browns of Middle Bethany was at Lexington, and all of his promptness and courage, ten times multiplied, swelled the heart of his little descendant as she faltered out,

"There's one!"

"Who?"

But though Miss Brown answered not a word, he did not repeat his question, for a rare crimson came into the teacher's face that made him hide it away in his breast.

Another knock. Toledo dropped into a chair, and Miss Brown opened the door, and again saw the judge.

"I jest dropped back to say—" commenced the judge, when his eye fell upon Toledo.

He darted a quick glance at the teacher, comprehended the situation at once, and with a loud shout of "Out of his misery, by thunder!" started on a run to carry the news to the saloon.

Miss Brown completed her term, and then the minister, who was on the Local Board, was called in to formally make her tutor for life to a larger pupil. Lecomte insisted on being groomsmen, and the judge gave away the bride. The groom, who gave a name very different from any ever heard at the Flat, placed on his bride's finger a ring, inscribed within, "Made from gold washed by Hullah Brown."—*Frank Leslie's Popular Mag.*

Continued from First Page.

has been fully taken in, he is shown how to form "horizontal" lines, and before you are aware, that he has learned anything at the Kindergarten, he is using these terms intelligently in reference to objects around him.

At another hour a slate and pencil are given to the child, for the drawing lesson is in progress now. You will observe that the slate is ruled into squares of a quarter of an inch by lines cut in the surface of the slate, and here again vertical lines of one square's length are made. These lessons go on regularly, week after week, until lines of two, three, four and five squares in length are made perfectly. This is the foundation for a system of drawing, so beautiful in its self-developing character, as to seem to those who have observed it, to be the only true method.

If you will look in at another time, you will find your child and his little companions happily occupied with two, three, four, or five, or perhaps ten little smooth sticks, which they arrange, according to directions given, on the lines on their tables. When as much knowledge has been given as the young things may at once receive, permission is given to "invent" forms, and then each child starts off on its own hobby; the differences in the bent of each child begin to be seen whenever free invention is the order of the hour. The vivid imagination of the child will see a likeness to many things in the simple forms it can create, from these few



and simple materials; and, I speak from a careful observation of children under both conditions, there is far greater pleasure to the child in this exercise of its inventive faculties, than can ever be obtained from the most elaborate toys, which are often broken by children, simply from the desire for material to work out their own inventions with. But our careful Kindergarten is ever watchful, lest even this occupation, so light, and rendered so cheerful from the orderly interchange of opinions and ideas among these inventors, should overtask the little ones; and now the luncheon, temporarily hidden in various tiny receptacles, awaits the busy little bees, and trooping they come; and, while the gentle and sympathetic care of the teacher makes an air of peace surround the little group, the luncheon is eaten, and rosy apple and golden orange, luscious grape or juicy pear, with bread or its substitutes, forms a feast which seems a sort of angelic picnic; and happy, merry tones bear witness to the healthful effect of the social feature of the lunch.

Lunch is over, the tiny baskets are emptied, the sense of satisfaction which is inspired by food eaten in due season and in social surroundings, makes every one of good humor, and, the signal being given, the "ring" is formed, and one of the "one hundred plays" with the ball, which Froebel calls "the earliest friend of the child," is played to the rhythm of a song adapted to each play. The balls educate more than mere skill of hand. They are six in number, of the three primary and the three secondary colors. Froebel's directions are very precise as to the sequence in which these shall be used—a primary color should be followed by a secondary color, connecting it with another color—so careful has he been in all that pertains to the education of the child,—nothing is so minute as to be left unnoticed by him. Half an hour quickly passes, while "The ball comes round to meet me," "My ball, I want to catch you," and the ever-favorite play of "Who'll buy eggs?" are each played till every child has had a turn, after which more lessons follow.

You would weary of reading, sooner than I of writing, if I were to describe "The Weaving," "The Building," "The Pricking," "The Peaswork," "The Clay-modelling," and "The Folding" lessons which fill out the attractive rounds of occupations; and the object lessons, which are given every week; of the knowledge of seeds and plants, which is imparted by sundry walks in autumn days to gather seeds of, perhaps, maple trees, which are planted in pots, and are actually growing before their sight; of the bulbs, which were first made the subject of an object-lesson before they were started; and of the daily mission of watering the plants, which is given to the children in turn; of the visits to the fernery, where our frogs are passing the winter in serene and safe reticacy; of the groups of embryo artists who are engaged at some portions of the morning in "free-hand drawing" at the several blackboards. Indeed, I verily believe there is no limit to the delights of a true Kindergarten, kept according to the teaching of Froebel, by a teacher such as I have made my model in this letter.—*Herald of Health.*

#### GLYCERIN.

Glycerin is one of the constituents of the fixed oils and solid fats. Fat consists of two substances, namely, glycerin and one or more fatty acids, stearic and oleic; while the fixed oils are composed chiefly of oleic acid combined with glycerin. The extensive use that stearic acid has found, under the name of stearin, in the manufacture of candles and for other purposes, has led to the invention of several new methods for its separation from the glycerin. The best of these is the one invented by Mr. Tilghman. It consists in the saponification of the fats by means of super

heated steam, and is largely employed in the manufacture of stearin candles, glycerin being a secondary product. The temperature most favorable to the operation lies between 550° and 600° Fah. Glycerin is purified by distillation in steam and filtration over animal charcoal. The annual production of glycerin in Europe is now 520,000 cwt.

Glycerin, as it appears in commerce, is a sirupy liquid having a specific gravity of 1.26, colorless, inodorous, sweet to the taste, and neutral to test paper. It is combustible but not so readily as ordinary alcohol. It has been frozen when exposed to a low temperature during transportation, and then melted at 45° Fah. Under ordinary circumstances, it may be cooled to zero without freezing; but if a crystal of frozen glycerin be dropped into it when cooled to 20° or 21° Fah., it will all become solid. It dissolves in all proportions in water, and thus reduces its freezing point; hence Dr. Wurz proposed in 1858 to use it in gas meters, and it is now largely employed for that purpose. It also dissolves in alcohol and chloroform, but not in ether.

It is frequently applied to the skin as an emollient, and administered internally as a substitute for cod liver oil. It is used as a lubricant on clocks and delicate machinery. It is well adapted for floating compasses and also thermometers. For keeping modeling clay moist, to keep paper permanently damp for taking copies of letters, to prevent printer's inking rollers becoming dry and hard; for keeping photographic plates moist during long exposures, and as a solvent for gum arabic, glycerin is particularly valuable, as also in paste, cement, mortar, mastic, etc. intended for daily use. When mixed with litharge it forms an excellent cement. It is employed instead of salt for preserving untanned skins and hides, and for fresh fruits and meat. Another use is the manufacture of nitroglycerin, the most powerful and dangerous explosive employed in the arts—a light yellow, oily liquid, inodorous but has a sweet, pungent taste, and when placed on the tongue produces a fearfully intense headache which lasts for hours.

#### A MATERIALIZED HOLE.

Take a sheet of stiff writing paper and fold it into a tube an inch in diameter. Apply it to the right eye and look steadfastly through it, focussing the eye on any convenient object; keep the left eye open. Now place the left hand, held palm upward, edgewise against the side of the paper tube, and about an inch or two above its lower end. The astonishing effect will be produced of a hole, apparently of the size of the cross-section of the tube, made through the left hand. This is the hole in which we propose to materialize another and smaller hole. As we need a genuine aperture, and it would be inconvenient to make one in the left hand, let a sheet of white paper be substituted therefor and similarly held. Just at the part of the paper where the hole equaling in diameter the orifice of the tube appears, make an opening  $\frac{1}{4}$  in diameter. Now stare intently into the tube; and the second hole, defined by its difference of illumination, will be seen floating in the first hole, and yet both will be transparent. The illusion, for of course it is one of those odd pranks our binocular vision plays upon us, is certainly one of the most curious ever devised. Besides, here is the actual hole clearly visible, and yet there is no solid body to be seen to define its edges. It is not a mere spot of light, because, if a page of print be regarded, the lines within the boundaries of the little hole will not coincide at all with those surrounding it and extending to the edges of the large apparent aperture. Each eye obviously transmits an entirely different impression to the brain, and that organ, unable to disentangle them, lands us in the palpable absurdity of a materialized hole.

NO TIME TO UNDERSTAND.—"How is it, my dear," inquired a school-mistress of a

little girl, "that you do not understand this simple thing?" "I do not know, indeed," she answered, with a perplexed look; "but I sometimes think I have so many things to learn that I have no time to understand."

#### The American Institute.

On entering the hall the first object that catches the eye, is the fountain, in the center of the room. It plays to the height of 20 feet if not more. Around the basin are placed large and exquisite plants. The glass blowing, the cutting and carving of wood, and the envelope making, are all interesting. Silk neckties and handkerchiefs are manufactured before the spectators, as well as "Naphey's Leaf Lard Pails." These last are sold in great numbers, the small ones being "two for five cents." There are many fine organs and piano-fortes. The orchestra is not far from the fountain, and there is a large and elegant church organ at one side of it. At the left of the fountain is a perfumery and cologne stand. The Sewing Machines must not be omitted as they are so useful. Conspicuous among them is the Wilcox and Gibb's Automatic Tension.

Pop corn is made and sold. Candy of all kind is there to tempt the dainty tooth. The Machinery Department at the rear end of the building is of great interest. The statues and crockery are many kinds and varieties. The gallery is filled with many photographs all worth seeing. There is a fine exhibition of the "East-lake" furniture. Stoves of all description are found there also. Altogether it is a sight worth seeing, well worth the fifty cents asked for admission fee. A. M.

#### PREVENTION OF DISEASE.

There is no good reason why children should not know how to preserve their health. And that, too, at a moderate price. The matter should be one of public education, and taught as any other useful branch of education is taught. There are dispensaries for the poor of our large cities, where they can obtain drugs at the city's expense; but what are drugs worth unless the necessary sanitary measures go with them? It is not the poor, uneducated classes from whom the greatest benefit would be expected by public education in the subjects of anatomy, physiology, and hygiene, but from those who will reason for themselves but as yet are unlearned upon these important topics. Our people are not living as long as they might if they followed the laws of their bodies. Out of the 7,000 deaths that occurred in Chicago last year, less than 200 died of old age. Any one who understands the laws of life and practices a perfect system of hygiene will never die of any disease. The Registrar in Chief of England reports that out of 350,000 there are 140,000 untimely deaths, and 280,000 who suffer from diseases that could have been prevented, and the same ratio will hold good so far as this country is concerned.

#### New Books.

BRYANT'S BOOK-KEEPING; a Treatise on the Science of Accounts, Elementary and Practical. By J. C. Bryant, M.D., President of the Buffalo Business College, Buffalo. Published by the author.

This a fifth and revised and enlarged edition of a work which has been approved by leading educators. This is a complete exposition of banking accounts, giving the details of business as carried on in our city banks. It is illustrated with the approved forms of record, and is in fact a duplicate of the most approved bank book-keeping of Buffalo. In its other departments the work is excellent. The work contains illustrations of a variety of business forms. The method of keeping books in single and double entry and of changing from one to the other is fully illustrated. The work is published in three editions to accommodate different grades of

schools. The Commercial edition is a higher grade and designed for high schools and academies. It embraces enough to cover all the ground necessary for fitting young men for mercantile pursuits, and is arranged in the most practical manner for bringing out the thinking out the thinking powers and making the pupil self reliant and an independent worker. The Counting House edition is quite an elaborate work, designed for commercial and business colleges, with extended courses of study in this specialty, and as a book of reference for business men generally.

#### HIDDEN GIRLS' NAMES.

Is this a Rahway or a Paterson train?  
When he is whimsical, I censure him.  
They should sing that carol in every church,  
He can not keep his hat tied on.  
You will mar that chair with your feet.  
He went to Tarsus and saw the famous tents.  
The Dutchman gave a rider and the Englishman a pommel.  
Your giving only a franc astonished me.  
He climbed to the top of the crag nest hunting  
He will visit the Tyrol, I venture to say.  
They all had elegant presents  
If he is sick a telegram must be sent.  
He gave them matches and pins to sell.  
He thrusts the topic at her in every conversation.  
Do you think you can nail it strong?  
When the weather is so inclement I nail all my shutters.

THE foundations of the new building for the Institute of Technology, Boston, to be devoted to the department of chemistry and mechanics, have been laid. The building will be of brick, one story high and 40 x 150 feet. The funds have thus far been contributed by the Women's Educational Association and the Massachusetts Charitable Mechanic Association. About 3,500 feet of the floor space will be devoted to a series of shops for class-teaching in the use of tools and in foundry-work.

Nineteen of the Mexican States have established gratuitous and obligatory instruction. In 1871 there were in the whole country about 5,000 primary schools, attended by 269,000 pupils. At present there are 8,103 schools and 369,000 pupils. The instruction consists of reading, writing, Spanish grammar, arithmetic, the system of weights and measures, "morality and politeness." In addition, they teach in nearly all the schools the duties and rights of the citizen.

It is a matter of satisfaction to commend excellence in every department of labor. Messrs. Hannan and Reddish, corner of Warren and Church street, have established a remarkable reputation for the manufacture of fine shoes for men and boys. They have secured the best and most modern machinery, and, using the best materials, are noted for both the elegance and serviceableness of their wares. Their work is to be found in every first class retail store in the city, and it is sufficient that their mark is upon it to warrant its value. They, like all who desire to secure public favor, have had to labor long in an unrecognized way; but now the superiority of their work is acknowledged.

BE HEALTHY.—Confirmed dyspeptics are, as a rule, poor teachers from the outset. Indigestion not infrequently produces decayed teeth and bad-smelling breaths, which may, without one's knowledge, almost give rise to prejudice and estrangement, so that certain scholars may not "like" certain teachers, and vice versa. Having teeth filled as often as needed, keeping mouth clean by frequent use of water, soap and lime-water, and if there is bad odor, remedying it by use of a few grains of permanganate of potash, or a few grains of salicylic acid, may enable the relation between teacher and scholar to be more intimate.



## SCIENTIFIC.

**NEW PROCESS OF PLATING BRITANNIA WARE WITH SILVER.**—A new departure has taken place in the process of plating britannia ware with silver, by which means the ware is made much harder and lighter, and the resonance of solid silver articles imparted to such goods. The peculiar features of this new process consist, first, in the method of cleansing the articles to be plated by nascent hydrogen liberated by the electric current from a hot alkaline solution; and, also, depositing a thin coat of the precious metal, then heating the coated article, and afterward suddenly cooling it—these operations of depositing the metal, heating and cooling, being repeated in succession, until the requisite thickness of plate is obtained. When the coated metal is first heated, the pores of the base metal expand, and a partial vacuum is produced. By the method thus brought into requisition, atmospheric pressure forces the thin coat of the precious metal into the open cists, and the sudden cooling produces a contraction of the under metal, which seizes and holds the precious metal that is driven in—the wares thus produced being, it is stated, of superior quality.

THE deepest trustworthy sounding on record is claimed to have recently been made by English navigators from Mindanao by New Guinea and the Admiralty Island to Japan, namely, 4,575 fathoms, between the Carolines and Ladrones. With the exception of the Tuscarora's soundings off the east coast of Japan, in 4,543 and 4,655 fathoms, but in neither of which was any sample of the bottom procured, this success has scarcely been approached. The tube of the sounding machine, in the first case noted, contained an excellent sample of the bottom which was of a very peculiar character, consisting almost entirely of siliceous shells of the radiolaria species. Three out of four thermometers sent down to these depths were crushed by the enormous pressure they had to bear; the fourth withstood the pressure, and registered, when corrected for the pressure, at 1,500 fathoms, 34.5°, so that at that place there is a layer of water at that uniform temperature, occupying the bottom of the ocean trough, no less than 18,450 feet in thickness.

ACCORDING to the *Engineer*, the following are the highest authentic instances of high railway speed on English lines: Brunel, with the Courier class of locomotives, ran 13 miles in ten minutes, equal to 78 miles an hour. Mr. Stirling, of the Great Northern, took 16 cars fifteen miles in twelve minutes, equal to 75 miles an hour. Three of the broad gauge engines on the great Western Railway have each run, with four or five cars, from Paddington to Didcot in 47½ equal to 66 miles and hour, or an extreme running speed of 72 mile an hour; and the new Midland coupled express engines, running in the usual course, have been timed 68, 70 and 72 miles an hour. The timing of the morning express on the Great Northern from Leeds, shows them to run mile after mile at the rate of a mile in fifty-two seconds, or 69.2 miles an hour—the engines used being Stirling's outside cylinder bogie express engines, and the load being ten cars.

The *Iron Age* estimates that in the hills of Columbia City, N. Y., there is a supply of at least, 29,000,000 tons of iron, which could be mined and delivered in boats in the Hudson river at a cost of not over \$2 a ton.

## New York School Journal.

## The New York School Journal

offers special inducements to its subscribers for the centennial year. It is a paper that possesses extraordinary value to teachers and all interested in education. It will recognise the fact that this is a country where the education of its citizens has become the business of the government, and will strive to have it stand, not second, but first, in public importance.

It will lay before its readers the most valuable facts and thoughts on education in a condensed yet fresh and effective form, so that the real progress of our country in this respect can be readily learned by a perusal of its columns.

It will labor in the interests of teachers; it will take notice of every movement that effects them; and will sturdily uphold the value and dignity of his office.

No teacher or school officer can afford to be without it, for it gives information not to be found in any other paper.

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I take great pleasure in testifying to the ability of Mrs. J. T. Benedict as an instructor and guide to young ladies. Her views of education I consider most just, while her large experience has given them a practical form. Her sound judgment, her well-furnished mind, her conscientious faithfulness, and her patient industry are the highest attributes of the teacher.

HOWARD CROSBY

Reference is made also to Rev. William Taylor, D.D., New York; Rev. Charles F. Robinson, D.D., New York; Rev. John Worcester, D.D., Burlington, Vt.; A. S. Hatch Esq., New York City; L. M. Bates, Esq.; J. M. Williams, Esq., Chicago, Ill.; Jersey City, N. J.; Walter Carter, Esq., of Carter & Bros., New York.

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In order to offer a choice, we have also made a contract to have copies of the TAMBOURINE PLAYER, one of the most artistic and beautiful pictures ever seen, made by the un-equalled Albert-type process, the secret of the method being known only to one man in this country. And in addition to these, in order to encourage subscriptions, as well as taste among the teachers we have secured copies of some of the finest pictures in the country a list of which is given below.

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In addition to these, we have many others of equal value which we wish the teachers to possess either to grace their own apartments, or to suspend in the school-room.

As the supply of these may be exhausted it will be well to give in ordering the names of several so that being out of the first we will send the second and so on.

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## New York School Journal

AND

## Educational News.

Office, No. 17 Warren St. New York.

AMOS M. KELLOGG, EDITOR.

WM. H. FARRELL, Business Agent.

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NEW YORK, NOV. 4, 1876.

## TERMS TO SUBSCRIBERS.

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Money Remittances.—Never send us currency in a letter. Always get a postal money order, check or draft on New York; or else send the money in a registered letter. Remember that currency sent by mail is at your risk and not ours.

The SCHOOL JOURNAL can be obtained of any news-dealer in the United States. The American News Company of New York, general agents.

We want an agent in every town and village in the U. S. to whom we will pay a liberal commission.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

Next Monday and Tuesday are holidays for the teachers of this city. The latter in accordance with the laws of the State, the former by the grace of the Board of Education, passed by a vote of 7 to 11.

The "Illustrated Christian Weekly," published by the American Tract Society, has as its new editor Rev. Dr. Chas. S. Robinson. The Christian public have long admired the usefulness of this eloquent man, and will give him a hearty welcome to his new field of labor.

The teachers of Jersey City, in a meeting held on Tuesday night, resolved, three to one, not to teach thirteen days in November, and run the risk of being compensated by the Legislature. Hard things are said about New Jersey, but we believe the State would cheerfully pay for the volunteer service.

A number of our subscribers are yet owing us sums varying from \$2.00 to \$5.00. Now, a teacher should be as just as any one else—the trustees, the school board for example. A teacher will take the paper, and on being notified of its expiration "gives no sign." It is sent on, and with it, in the course of a season, several letters asking for payment. Perhaps after nearly a year has elapsed, we are informed he or she has "removed," got "married," is "dead" or wishes to "discontinue," or that "they supposed it was sent free." All this comes to light without an offer of payment of arrears—in many cases. There is a large and shining class, we are proud and glad to say, who delight to be just about their newspaper bills. Especially do we ask teachers to be thoughtful about this, because educational journalism has done so much for them. The structure of the magnificent Free School system of this State is founded on the Free School Clarion, edited by Wm. L. Crandall, and given away, poor as he

was, like the political tracts of this November. Can the teacher better honor the memory of DWIGHT and CRANDALL, than, now that the fruit of the tree supports them, to diffuse, by the strength they thus obtain, educational light and knowledge abroad.

Subscribers can renew for 1877 during this month and next by sending direct to the office for \$2.00—if their arrears are all paid. We have a good many who are in arrears. Please send the amount for 1876—\$2.50—and with it \$2.00 for 1877.

## LETTERS FROM SUBSCRIBERS.

We have received many letters, warmly commending the NEW YORK SCHOOL JOURNAL. It is certainly very gratifying to receive these expressions of appreciation. Let every reader encourage a work that impels the progress of the profession and draws towards it the attention of the public:—

I have taken the JOURNAL for several years, and am greatly pleased with it.

N. E. M., Jersey City.

I cannot increase the club this year from our school, but send for as many as heretofore.

R. E. E. Albany

I did think I should be obliged to give up the JOURNAL because my salary was cut down, but I have saved in other directions.

R. M. Salt Lake City.

I consider the JOURNAL as indispensable to the teacher, and your suits me best of all.

S. B. Springfield, Mass.

The various articles in your paper please me greatly. I have been greatly profited.

G. L. K. Boston, Mass.

We published a short time since an interesting article translated by S. Hecht, Esq., of G. S. No. 53. By some means portions were confused: we print the last part in proper order:—

Nor will it be expected, after what I have stated above, to find in this essay a key to all sciences, the methods to be pursued in acquiring all knowledge necessary for the students, or a safe guide through all the intricate labyrinths of learning—mere hints, very broad hints indeed, do I propose to give.

Physics and Chemistry may be learned with very good results in the kitchen, in the druggist's laboratory, in factories and machine-shops.

Natural History may profitably be acquired in house, garden, street, field and forest.

Physiology, Anatomy and Hygiene may be revealed to the student at the slaughter-house, etc. It is always the child alone that learns, guided of course to see, but not to know. The teacher must of course furnish the words, the language. He tells them the names of the whole objects under view, of the parts thereof, he mentions the names of the actions and of the qualities, while the child is required to express his observation in well rounded phrases. He (the teacher) will not fail observe what his pupil has understood and why, what remained a mystery to him and the cause. The appointed school-house be but a place for reviewing of the lessons learned without. It will likewise be very easy to lead the children by a proper training, to writing letters and numbers, to drawing figures, architectural and geographical or map drawing, wherever eventually the study of geography and history may be connected. All this, however, could and ought to be done in a way that the child should consider it a privilege and not a task to pursue such studies. And so with other studies I have not mentioned, and which I cannot de-

tail in order not to overstep the limits of the short essay I intended to write. And therefore I will conclude by stating once more: If instruction should be profitable, lasting and enduring, away with all the elements which now work in opposition to that end, let eagerness take the place of dullness, let self observation and self perception push into the background all book lore (where it is not imminent), which is not the original but only the copy, and above all remember and consider well the words of Emerson, who so grandly, truly and eloquently says: "I had better never see a book than to be warped by its attraction clean out of my orbit and made a satellite instead of a system."

## The Board of Education.

The Commissioners met Nov. 1.

Present. Messrs. BEARDSLEE, BAKER, DOWD, FULLER, GOULDING, HALSTED, HAZELTINE, KLAMROTH, KANE, KELLY, PLACE, SCHELL, TRAUD, VERMILYE, WILKINS, WEST, WOOD, WETMORE, WALKER.

Absent. Messrs. CAYLUS, MATTHEWSON.

The President presented his views in respect to the care of Truants. He said the Board of Apportionment had declined to grant the \$100,000 asked for the purpose of erecting a school for Truants. That the New York Juvenile Asylum (through the offices of Commissioner Wetmore) was now open to them. Mr. Beardslee, asked if there was to be any charge made by the Asylum.

Mr. Wetmore said the city would pay the Asylum so much for each child. Referred to Committee on By-Law.

A petition from the teachers asking that next Monday, the day preceeding election, be a holiday was presented. After reading Mr. Kane offered the following:

## RESOLUTION.

Whereas many teachers and pupils owing to the great heat of the past summer, were unable during the vacation to visit the Centennial Exhibition and:

Whereas, Tuesday the 7th day of Nov. inst, is a holiday, being election day, therefore

Resolved, That Monday the 6th day of November instant, be given as a holiday in order that the teachers and pupils who may be disposed, may avail themselves of the last opportunity they will have of visiting the great American Exposition of 1876.

Passed.

## REPORT OF SUPT. OF TRUANCY.

No. of cases investigated	1439
" kept at home by parents	312
" whose residence could not be found	147
" committed to reformatories	14
" Truants returned to school	509
" non attendants put in school	41

## COMMUNICATIONS

From the Trustees of the 10th and 15th Wards to excuse absences; from 15th asking for reappointment of Joseph W. Britton as Trustee; from 18th for wall in rear of G. S. No. 40; from 20th for piano in P. S. No. 27; from 22nd asking an appropriation of \$53,835 for New School building; from 23d to transfer P. D. G. S. No. 60 to new Branch Building, also for an additional teacher in Branch P. S. No. 62

Mr. Havens presented a request for modification of resolutions in reference to purchasing 4 lots of land on 58th street. To Finance.

The Counsel of the Corporation sent bill for search of title of land in 58th street.

Mr. Frank K. Melville sent in a letter as follows:—

"The undersigned respectfully represents that his salary as teacher of drawing has been deducted, one hour per day as in annexed statement, and that the alleged cause of declining to pay said salary, is that the service was rendered between the hours of 12 and 1 o'clock. I have taught in the schools of the 16th Ward for 15 years by direction of the Board of Trustees between the above named hours of 12 and 1 o'clock, and was not aware that any By-Law of your Honorable Board prohibited such teaching or employment. I therefore most respectfully request that this application for payment of the salary earned by me, be referred to the appropriation Committee for consideration."

To By-Laws.

## REPORTS.

The Committee on Teachers reported a resolution in favor of altering the By-Laws so as to allow to general assistants in charge of Branch Schools, the same salary as paid to Vice-Principals—provided there is an average attendance of 350 and upward.

The Committee on Buildings recommended an appropriation of \$661.81 to pay bills of Trustees of 20th Ward. To Finance.

The Committee on By-Laws recommended that the town of Westchester, be allowed \$4500 as compensation for its share in the joint school built by West Farms and Westchester, that being one sixth part of the value of the property—Westchester having contributed that part originally. To Finance.

The Committee on Buildings reported adverse to leasing premises adjoining G. S. No. 59; also as to roofs of buildings in 4th and 7th Wards. To Finance.

Also adverse to using Babcock Fire Extinguisher; also adverse to appropriation of \$80.77 to pay bills of Trustees of 16th Ward.

The Committee on Evening Schools reported adverse to establishing a High School for Boys on the East side of the city.

Mr. Beardslee rose to explain his vote. He said he was in favor of another Evening High School but, the season was too far advanced to establish such a school at this time.

Mr. Goulding said that he was in favor of the establishment of such a school, but deemed it too late to do it at this time.

The Committee on Colored Schools recommended to appoint Miss Ella Emery as assistant teacher in Colored School No. 4.

The Finance Committee reported in favor of paying \$375.00 for piano for G. S. No. 19; also \$661.81 for 20th Ward; also \$69.45 for 19th Ward; also \$684.97 for 16th Ward, all for bills incurred by Trustees.

The Auditing Committee reported in favor of paying Amos M. Kellogg \$150, for 5000 copies of the "Course of Study." Adopted.

## RESOLUTIONS.

Mr. Beardslee offered the following resolution:—

Resolved, That from and after the first day of January next a copy of the minutes of this Board, be sent to each school inspector and Trustee. Adopted.

Also bids for Printing be invited. Adopted.

## NEW BOOKS.

Sheldon & Co. ask to have Olney's Primary Arithmetic, Olney's Elementary of Arithmetic, Olney's Science of Arithmetic put on List of Supplies. ADJOURNED.

## GRAMMAR SCHOOL NO. 13.

This noted school has been thoroughly overhauled under the direction of Mr. Stagg, and now presents a very bright and elegant aspect. There is a new steam heating apparatus; the floors have all been relaid, and the ceilings taken down and narrowboards with an edging of corrugated iron substituted. The entire building has been repainted in pleasing colors, and the wood work grained in bright oak. New furniture by the National School Furniture Co. is found in every room of the building. The Trustees, Messrs. Barry, Wagner, Reynolds, Horgan and Merz, have been unremitting in their labor, appearing in the building day after day.

Mr. Stagg deserves the highest credit for the tastefulness exhibited in the ceiling, which presents a most pleasing appearance, as well as for the thoroughness and excellence of the entire work.

## MALE DEPARTMENT.

We wish to call attention to the new partition erected across the middle of the large assembly room. So that now, instead of the painful spectacle of two or three classes being heard at once in the main room there are three separate rooms for as many classes. And each class room is large and airy. The new furniture enables each class to receive its writing lessons in its own room. Altogether, from the inspection made, it would seem that the movement begun here, of cutting up the assembly room might well be followed in many parts of the city.

A visit to the First Grade Room found Mr. W. C. Hess placing on the wall some well drawn maps, the work of his boys in History. These lads have evidently become very much interested and of their accord construed these maps after the models found in their books.

The spirit of the great and good Hazeltine seems to rest on the school. The beautiful tablet on the wall is a symbol of his yet living influence. Pupils are found who are



anxious for instruction and are ready to stay after school. The Principal, Mr. Litchfield, is often obliged to urge the teachers to go home, whereas there are many schools where a teacher could demand money for over work if she staid a minute after 3 P. M.

The Visitors' Record is well filled up; since September Supt. Kiddle has been here once, Supt. Jones once, Supt. Fanning twice; Trustee Wagner almost daily; Inspector Henderson once, and many citizens and strangers have left their names. It need not be added that a live school like this subscribes liberally to the SCHOOL JOURNAL.

#### THE EVENING SCHOOL.

This is large and prosperous, under the charge of Mr. H. C. Litchfield. It has twenty teachers. The pupils are well graded and work was progressing in a most satisfactory manner.

#### GRAMMAR SCHOOL NO. 10.

##### PRIMARY DEPARTMENT.

The children were addressed on the morning of the 26th by the Editor of the JOURNAL. The boys of the First Grade sang the first verse of a sweet song, and the whole school came in on the chorus—

"Remember a boy is a boy, not a man,  
Don't frown when your patience he tries;  
But bear with his follies as well as you can,  
And hope he will learn to be wise.

Chorus—

Yes, a boy is a boy, and a boy let him be,  
For the season of boyhood's a span;  
And the heart that now leaps in gladness  
and glee  
Soon will ache with the cares of the man."

The Visitor's Book shows the names of Inspector McGraw and Abbe, Supts. Kiddle, Jones and Fanning, Trustees Knox, Britton, Earle, Teller, Miss Purdy, of G. S. No. 60, and many others.

The rooms have been nicely painted, the furniture re-surfaced and polished, and the whole aspect is very inspiring and pleasant. A visit to the various class rooms revealed fine order and a devoted interest on the part of the teachers in the young children under their care. It is a remarkable feature here, the tone of the pupils; the desire for a good reputation for themselves and for the school. Miss Purdy and her associates are certainly very happy in eliciting cheerful work from the best motives. No. 10 has achieved a good reputation in lending out earnest and truly educated pupils. Nothing is done for effect, all for the good of the scholars.

#### GRAMMAR SCHOOL NO. 50.

##### PRIMARY DEPARTMENT.

"Children's Day" is an institution decided by peculiar to this well known school. Miss Susan Wright, the Principal, is an ardent teacher, and is one of those who believe in rendering the school room delightful as possible to the children. Certain days are therefore set apart for delighting the little people who are pupils here. At an early hour on Friday last the parents began to assemble, and at a quarter past 9 the doors were opened. At a sound from the piano the pupils came skipping in, nearly all draped in white. Several of the little girls had large sashes marked with the names of the States. As soon as one class had entered, Miss Hensley gave the signal for calisthenics, and while the others were entering they had the accompaniment of most graceful movements of hands and arms from nearly 500 children.

The chair was occupied by Mr. John F. Trow. After a charming song, "I will be glad," "The Centennial Party" was presented by a class of bright pupils. "Columbia" was enacted by Miss—. "Brother Jonathan" by Miss—, and the "Uncle" by Miss—. The various States were separately introduced and each had some symbol of its State to present—thus Maine a ship, New Jersey by a jug of Newark cider, etc. The

dialogue was received with evident satisfaction. This was succeeded by accurate and graceful calisthenics. Next twelve little ones represented the Months. Each was appropriately dressed and presented an appropriate offering and each recited a couplet,

"When July comes,  
Look out for plums."

Next seven girls recited the occupations of their parents—"My father is a lawyer," etc. The "Little Girl's Party," by six little girls, followed.

Next "Calisthenics." Here the scholars were divided into two groups, those in the galleries constituting one, and two different sets of exercises, under two directors, were carried on. These were performed with readiness and accuracy.

An arithmetical exercise followed. Numbers for addition were given to the Second Grade. They were from ten to twelve in number, involving billions, and the results were obtained with great promptness, indeed remarkably so. In a class of twenty one all would agree in nearly every case. We doubt whether as many teachers would have written the results so quickly. Upon being examined, the figures were found to be neatly made and properly arranged. It was pronounced decidedly well done.

A song, "Jenny who lives in the Dell," gave special delight to the audience. "The Wishes," sung sweetly in solo by several girls, the whole school as chorus,

"I wish the whole world was a school,  
And half of the year were vacation.

The exercises were characterized by precision, earnestness and intelligence. There was no pause: one thing succeeded another with great promptness. Three mottoes on the walls deserve notice; "Think the truth," "Speak the truth," and "Act the truth."

One who had seen little of the results of our admirable school system could but be greatly pleased by this animated series of exercises. But a more careful inspection shows everything directed by educational intelligence. The children were free and happy and entered with zest into their work. And, an important thing, the words well selected, good honest sentiment, patriotic thoughts or useful ideas.

The faces of the children indicate refinement and teachableness. Whatever may be the station in life, these children, rich or poor, they certainly have kind and childlike dispositions; one would with difficulty find a stubborn or intractable heart among this group of children.

Among the visitors were Pres. Wood, Inspectors Agnew, Abbey, Trustees Trow and Warner, Col. F. H. De Peyster, Judge Kilbreth and Mr. Philip Frankenhimer.

President Wood, on being called on, said he wished all the primary schools were like this one. The system is large—112 primary schools, some very large; one, in Grammar School No. 42, has 1500 pupils. Would that every child were as well cared for as here. He had acquired much historical knowledge, especially about the flag—the American flag. The calisthenics exercises would stir any one's heart. He could not but wish well to these dear children, and, in the language of Burns, would say:

"The beauteous seraph-sister band,  
With earnest tear I pray,  
Thou knowest the snares on every hand,  
Be Thou their guide away.

When soon or late they reach that coast,  
O'er life's wide ocean given,  
May they rejoice, no wanderer lost,  
A family in Heaven.

Col. De Peyster referred to his school days and to the progress that had been made. He turned his back upon the evolution theory—he saw the refutation of it here. The proficiency the children attained in the schools was remarkable. He felt the progress of our country depended on what we did for the young children of our city.

Mr. Philip Frankenhimer said he was perfectly satisfied with the public school. He

referred to Misses Marston, Hedner and the other teachers. In the households, we often hear of these as being "awful good, so kind" etc.—these teachers' names in fact are household words.

Miss Wright thanked the pupils and the teachers in a most hearty way for the excellent manner in which they had performed their parts. Mr. Trow gave the pupils the afternoon as a holiday.

#### EVENING SCHOOL NO. 22.

This is this year, as it has been for the three past, under the competent management of Mr. Joseph Southworth. The building is one of the finest in the city. There are ten classes now formed. The average attendance is about 300. A visit to the class rooms showed the finest order—not anything to show a difference between this and the day schools. The boys as well as the young men manifested an intense interest in the work laid out for them. Mr. Southworth has advanced and well defined views on the purposes and methods of the evening school. The circular issued by Supt. Kiddle last year exhibits conclusions of a clearer and more comprehensive nature concerning the objects for which the schools were instituted. The order of an evening school can be as good as that of a day school; the rate of progress as great and in some cases greater; the interest of the pupils as intense. But to accomplish these desirable things, good assistant teachers are needed. Not every one who teaches well in a day school can succeed in an evening school, but as a rule those who are apt and skillful in the day school are the ones to do good service in the night school. To teach well among these boys the teacher must never descend to sarcasm—they are masters of the art, and competition is useless.

Mr. Southworth is ably seconded in carrying out his views by Mr. Geo. W. Stewart, of No. 24. No one is more earnest than this gentleman, who, from many years of labor among them, knows the public school, its system, its shortcomings, the modes by which it might be benefitted and its usefulness enlarged.

#### LETTERS.

WHO SHALL TEACH—MEN OR WOMEN, THE MARRIED OR THE UNMARRIED?

EDITOR OF SCHOOL JOURNAL:

Although too much, or at least quite enough has already been said on this married-woman question as connected with our schools, yet perhaps you can spare space in your columns for a few words more from one who writes of that with which she has long been personally acquainted. And first to dispose of two classes of writers on this subject whose opinions, with all due deference to them personally, are scarcely entitled to one moment's consideration. The first are the young ladies, the fledglings of our profession, many of whom regard teaching only as a means of getting a genteel livelihood, and look forward to the time when the married relation shall bring freedom from what is at best to them an onerous duty. The same remark that has often been made about our women-lecturers will apply to them, "They rush with heedless foot where angels fear to tread." What can they, what do they know what our profession requires of its votaries?—Where have they learned to bear with the stupid child, to win the petulant one, to control the bright but passionate being put under their care, and so to study and develop the mental and physical faculties of each as to bring out a harmonious whole? When an architect builds a house, he starts with a plan fully wrought out; to swerve even in the slightest detail would be to destroy the whole. So too a farmer has learned by long experience where to plant and where to leave fallow, and his crops are but the results of worked out thought. Even in our most homely experiences of life, nothing succeeds that

is done at hap-hazard; but these young ladies, with a few lessons learned, it may be, at a Normal school, on how to present this or that subject to children, a little smattering of the inductive method of teaching, to lead from the known to the unknown—behold! they are ready, at least in their own estimation, to handle thousands of delicate blossoms whom a rough touch may maim for life, mentally as well as physically. With this meagre stock in trade, they rush to the front, saying to those who have given of their best to the service: Make room for us, we know all about the work. That young ladies must have positions in our schools is a fact that cannot be gainsaid, but let them remember that they are but the raw material of our army and need to give close study than they ever did to school lessons, ay, and a great deal more time too, to our noble profession, before they shall have earned the right to say what is, or what is not, best for the public schools of our land. With regard to the second class of writers, to whom I referred, those represented by "Old Bachelor" and "Vice Principal," their opinions seem almost unworthy of a true woman's notice, to say nothing of a true teacher's. If they are in the right then the world must be progressing backward, since it was long ago discovered that women teach better than men. Those of us who were fortunate enough to enjoy the teachings of Thomas F. Harrison, David B. Scott and D. H. Crutenden will more than acknowledge the claims which they possess as bright and shining lights in the profession, but, Mr. Editor, does it follow that those who have come after them are like them? By no means.

And let me ask here, is it true that "when a young man begins to teach he begins also to study up the science of education"? So far as my limited opportunities have afforded me the means of judging, the science is very much more apt to be that of law, medicine, literature or politics, and where his sister waits for a husband, he is in the same condition of happy expectancy for some more lucrative, more pleasant position. "Vice-Principal" charges us "with no love for our business." I fling the charge back, sir, as far as it concerns us alone, and taking a step in advance of him, declare this very want of love for our work the great and crying evil of our profession everywhere, male as well as female, and nothing but a radical change in the whole administration of our schools will effect a change. So long as men ignorant of the first principles of teaching have the appointing power, and promotion and appointment go by favoritism, not merit, so long will things remain in their present condition. One result, however, of the agitation on this question will be to awaken thought on what is good and what is bad teaching, and as has been said of old, "As wars are but upheavals of impurities in the body politic, so all agitation in the world of morals and of thought serves but to throw up evil to the surface and sets free the truth." So it will prove in this case. But I must leave the other side of the question, the employment of married women, for another time, provided of course that what I have already said shall prove acceptable.

EDITH T. HOWARD.

DANVILLE, Oct. 26th, '76.

DEAR JOURNAL:

If you have never seen the head of the Genesee Valley, we advise you to come now while it is in its Autumn glory and save yourself a trip to Switzerland; or if you do go abroad, take with you the memory of this charming spot, and agree with other travelers that you have nowhere found more varied beauty of hill and plain, of far off mountain and spreading forest than here.

Danville is beautiful for situation and its eastern hillside is the joy of all the earth, for on its slope is situated the Hygiene Cure of J. C. Jackson, where without the aid of medicine, the sick are restored to health, and



when the weary find a place of rest. For eighteen years this Sanitarian has been steadily growing in favor with the people, until, from what was a small beginning has arisen a neat, little village of cottages and buildings of a "larger growth" in the midst of green lawns and woodland walks. Two years ago several teachers having learned Dr. Jackson's new philosophy of living, determined to establish here a school for young people with the deliberate purpose of cheating the doctors out of their fee and death of his prey. These teachers have had more or less experience in schools run on the high pressure principle; some of them have closed the lids over eyes whose light went out early because the flame had been fed too rapidly. Now, anxious to make what amends they may for the mistakes of their earlier efforts, they are conducting a school on purely hygienic principles; the health and soul culture of the pupil being as much their as the development of his intellect.

The seminary buildings are situated about sixty rods from the cure on the same slope. The main building, a brick structure, has just age enough to give it dignity without impairing its usefulness. The ladies hall, with its fine conservatory, cosy study parlors and pretty balconies is tasteful and home like. The courses of instruction, eight in number, are thorough and carefully selected. Music and the modern languages are taught by persons who have been educated abroad and, indeed, every department is presided over by a teacher fitted for his place. The faculty is composed of thirteen enthusiastic workers who having commenced their labor in faith are already able to see its results, for this enterprise has met with such hearty recognition from the people that it can no longer be regarded as an experiment. Heaven hasten the day when every school shall be a place where the student is taught not only how to work but how to live. T.

### Our Country Schools.

In the last National Educational convention at Baltimore, Professor Olney, of the University of Michigan, read a paper on "The Country School Problem." It treated of the defects in the system, which largely grows out of the meagre salaries paid to teachers. The poor pay thus given leads only to the almshouse, and is not really sufficient to keep soul and body together. It can only result in half educated men and women being set over children, and trained teachers will be an impossibility. The matter was discussed at some length, and suggestions were made that salaries should be increased, and that the teachers should be retired on half pay after a proper term of service. Dr. DuMotta, Commissioner of Education in Brazil, explained the system pursued in that country. The Government looks upon the teachers as the most useful men they have, and their future is guaranteed, according to their time of service and their educational qualifications. Mr. Meyerberg, Superintendent of Schools in Sweden, said that education is compulsory there for all children over nine years of age. The teacher holds his place by a life tenure, and a good man will not take a place unless he is sure he can keep it. It is altogether probable that the country schools hereafter will have to be treated much as our city schools, and the teachers be given some permanence of place. Otherwise education in the rural districts will suffer. The matter is well worth looking after.—*N. Y. World.*

The truth of the foregoing, everyone familiar with our public schools will admit. The two besetting evils of our free school system are low salaries and uncertain terms. School teachers are paid, as a general rule, less than servant girls, and yet they are in many cases, and should be in every case, ladies of refinement, culture and education. Even if they were willing to stand on a level with their equally well paid sisters, the

household menials, they could not. People must realize that the higher one's culture, the more refined are one's tastes, and the gratification of refined tastes requires more money than that of low and coarse ones. If the people want teachers to be refined and ladylike; they must pay them well enough to enable them to maintain the standards by which they are measured. Even granting that the teachers themselves can do no better in other occupations, the question for the people to consider is this: is it wise, nay, is it profitable, to degrade those who are models of dress, manners, language and deportment to the rising generation. There are some, too, who love to assert their employership of the teachers of their children, who cannot refrain from dragging out of the dirty recesses of their mean natures, the relationship of master and servant, who take a contemptible satisfaction in making their teachers feel that they are the subjects of their will and wholly at their mercy. These poor fools forget that everytime they humiliate or degrade their teachers, they are debasing the children whom those teachers instruct. The sins of the fathers are indeed visited on the children in such cases with a vengeance, and woe be to the community in which a teacher is snubbed by the parents, and thus loses the respect her of pupils. Besides all this, we unhesitatingly say that a teacher who feels that her labors are not appreciated, CANNOT do as well as one who knows that they are all else being equal. Nay, we will go so far as to say that a teacher cannot, under a poor salary, do as well as under a good one. There are certain professions in which there must be appreciation and generous treatment, to call out our best powers and rouse our dormant energies. An orator cannot on all occasions make speeches equally good. If he steps before a small, dull, inappreciative, ignorant rabble, he cannot rise to as bold a magnificent flights of eloquence, as when in the presence of an auditory of enthusiastic, educated, sympathetic and appreciative men and women. An artist cannot always paint pictures equally good. He needs encouragement, inspiration and appreciation. Given the same subject, he cannot do as well with it for a mean, sordid, unappreciative unartistic boor, as he can for a liberal, generous, refined connoisseur.

So it is with a teacher. She at times may become so wholly engrossed with her theme as to forget the dull mean crowd who hire her; she may for a while be so completely wrapped up in the development of her pupils, as to forget their grudging, grumbling parents; but it is impossible for her to wholly ignore the world outside her school-room, and it is therefore impossible for her to do her work as thoroughly, as successfully when she is meanly and unjustly dealt with as when she is encouraged and liberally paid. Don't think, old gadgrind, when you cut down a teacher's salary that you are getting the same work for less pay. You may as well suppose that you can get the same amount of work out of your horse on four quarts of oats that you do on six.

The uncertainty of tenure of a school teacher's position is the second great evil. Teachers in our country schools are hired by the year or term. The chances are that they will not be retained. In this town and vicinity, thank God, this evil does not exist, and hence we will not dwell on it, but elsewhere it is too generally prevalent. A lot of ignorant boors are elected as trustees. They are wholly unfit to fill the positions for which they are chosen. They are, however, the lords and masters of the poor man or woman whom they employ to teach, and if they do not employ a new one every six months, they feel that they are not exercising their authority. This evil is, however, growing less and less every year, and there is good reason to believe that it will soon exist only in the backwoods and in most ignorant communities.

The salary question, however, is one which

needs agitation everywhere, especially now, in view of the cry of hard times. If teachers had been paid all they should have received before the hard times, a reduction of their salaries, would be in order; but such was not the fact, and we go so far as to say, and we say it without hesitation, that teachers even now are paid nothing like what they should receive. When we give the principal of a large school as much as we give the president of a bank or a railroad company, then, and not till then can we reasonably raise the question of reducing his salary.—*Mt. Vernon Chron.*

### PRAISE THE CHILDREN.

Two children are learning to write. They "nubble up" their fingers, "bear on" as if writing were a thing to be learned by main strength, and all but make holes in the paper in their determination to "do it like the copy." Now the one who is teaching them can look at their pothooks in only one of two ways; either, putting herself in the place of the child, she sees how much is already accomplished, and knows there is great room for improvement, or she compares the child's writing with the copy, making very slight allowance for the child's ignorance. The first is the only way to really teach. To me there is something inexpressibly touching in the joy and hopefulness with which children begin a task. As we grow out of our youth, it may be, some, by repeated failures, get the snap taken out of them; but how many go on all through their lives, ever beginning the new task with the same determination to "do it just like the copy" that we felt on that wonderful day when we were first initiated in the art of writing? Let us remember, then, that a child begins *intending* to succeed, and that it rests with us, his teachers, to keep up his intention by keeping up his hope, or by coldly discouraging him make him relax all effort. A teacher with this in mind would say, "How nicely you are trying. Don't get discouraged. It took me a long time to learn to write; but you are trying hard; I think you will learn quickly." It seemed as if the child were doing his best before; but how his eye brightens and how earnestly he studies the copy as he thinks of that wonderful time when the grown people of to day were little folks, and had a hard battle with pothooks; and his own next morning is really quite a success.

The other mode of teaching is simply to compare the child's writing with the copy, and as it certainly is not nearly so good tell the young one, "That's bad; you must do better than that." The poor child thought he was doing pretty well, and you have discouraged him, without pointing out any clear way of improvement. In nine cases out of ten he relaxes his efforts, provokes his teacher by his carelessness, and then slowly but surely hardens into a rude, impertinent boy, who, as he never can please, must try not to care, or be utterly miserable.

As far as children are concerned, though, it is so soon found that they thrive best with praise, that most parents—more than teachers—use it only too freely, and do not husband it aright. A pleasure to be enjoyed must be worked for; not perhaps fully earned, but striven for. What we obtain without effort is comparatively valueless. This should be borne in mind with children, and in giving praise. Any effort on the part of a child should be noticed and appreciated, even though the result is not very great; while a child who makes little effort needs little praise.

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## GERMANY IN PAST DAYS.

Victor Tissot, in his article in the *Revue de la France* upon Germany in past days, dwells upon the absolute power wielded by the petty princess over the persons and property of their subjects. The Landgrave of Hesse sold a number of men, like so many cattle, to the English government for service in the American Revolution. The Prince Palatine of the Two Bridges indulged himself with 4,000 dogs and cats, in addition to 1,500 horses and placed the daughters of his subjects at the disposition of such noblemen as might visit him upon hunting excursions. The Margrave Charles William the First of Baden modelled his gardens of Carlsruhe upon the description of Mahomet's paradise, and had a body guard of 160 young girls, uniformed as hussars, who accompanied him on horseback in the day time, and danced ballets for him in the evening. The revenues of Prince Charles Eugene of Wurtemberg were absorbed by ballet dancers and dramatic spectacles, and he was compelled at one time to sell 6,000 of his subjects to Louis XV. of France for military service. No public schools were to be seen, and oppression, with its accompaniment of misery, stalked everywhere.

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"A traveler," he said, "once went from Athens to Megara on a hired ass. It happened to be the time of the dog days, and at noon. He was much exposed to the unmitigated heat of the sun, and not finding so much as a bush under which to take shelter, he bethought himself to descend from the ass and seat himself under its shadow. The owner of the donkey, who accompanied him, objected to this, declaring to him that when he let the animal the use of its shadow was not included in the bargain. The dispute at last grew so warm that it got to blows, and finally gave rise to an action at law."

After having said so much, Demosthenes continued the defense of his client, but the auditors, whose curiosity he had piqued, were extremely anxious to know how the judges decided on so singular a case. Upon this, the orator commented severely on their childish injustice in devouring with attention a paltry story, about an ass's shadow while they turned a deaf ear to a cause in which the life of a human being was involved.

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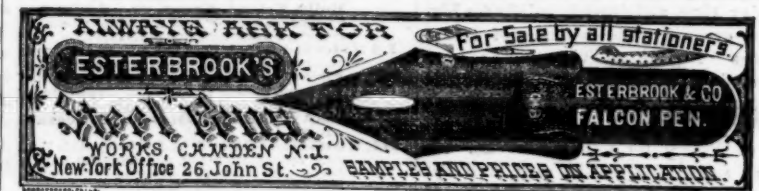
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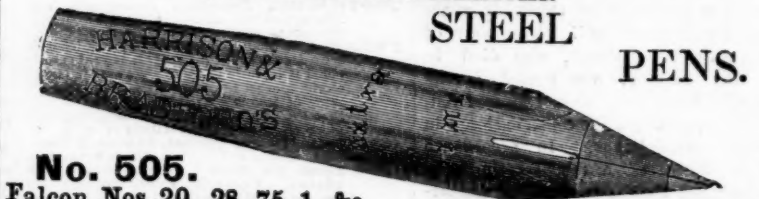
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